

SB0196S01 compared with SB0196

~~deleted text~~ shows text that was in SB0196 but was deleted in SB0196S01.

inserted text shows text that was not in SB0196 but was inserted into SB0196S01.

DISCLAIMER: This document is provided to assist you in your comparison of the two bills. Sometimes this automated comparison will NOT be completely accurate. Therefore, you need to read the actual bills. This automatically generated document could contain inaccuracies caused by: limitations of the compare program; bad input data; or other causes.

Senator Ann Millner proposes the following substitute bill:

MATH COMPETENCY INITIATIVE

2015 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Ann Millner

House Sponsor: _____

LONG TITLE

General Description:

This bill enacts provisions relating to public school mathematics competency standards.

Highlighted Provisions:

This bill:

- ▶ enacts provisions relating to public school mathematics competency standards.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

ENACTS:

53A-1-1201, Utah Code Annotated 1953

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53A-1-1202, Utah Code Annotated 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53A-1-1201** is enacted to read:

Part 12. Career and College Readiness Mathematics Competency

53A-1-1201. Title.

This part is known as "Career and College Readiness Mathematics Competency."

Section 2. Section **53A-1-1202** is enacted to read:

53A-1-1202. Career and college readiness mathematics competency standards.

(1) The State Board of Education shall, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules that establish the mathematics competency standards described in Subsection (2) as a graduation requirement beginning with the 2016-17 school year.

(2) In addition to other graduation requirements established by the State Board of Education, a student shall fulfill one of the following requirements to demonstrate mathematics competency:

(a) for a student pursuing a college degree after graduation:

(i) receive a score of at least three on an Advanced Placement calculus or statistics

exam;

(ii) receive a score of at least five on an International Baccalaureate higher level mathematics exam;

(iii) receive a score:

(A) of at least 70 on the ACCUPLACER College-Level Math test; or

(B) that at least meets the score described in Subsection (3)(b) on an equivalent test described in Subsection (3)(a);

(iv) receive a score of at least 50 on a College Level Examination Program precalculus or calculus exam;

(v) receive a score that at least meets the ACT test College and Career Readiness Benchmark, established by the ACT, for the ACT Mathematics Test; or

(vi) receive at least a "C" grade in a concurrent enrollment mathematics course that satisfies the state system of higher education quantitative literacy requirement;

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(b) for a non college degree-seeking student, the student shall ~~obtain~~ complete a career and technology education ~~certificate~~ pathway, including appropriate math competencies for the pathway; or

(c) for a student with an individualized education program prepared in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq., the student shall meet the mathematics standards described in the student's individualized education program.

(3) The State Board of Regents, established in Section 53B-1-103, may make a policy to:

(a) select at least one test the State Board of Regents finds is equivalent to the ACCUPLACER College-Level Math test; and

(b) determine a benchmark score on the test described in Subsection (3)(a) that satisfies the state system of higher education quantitative literacy requirement.

(4) The State Board of Regents shall, in consultation with the State Board of Education, make policies to:

(a) develop mechanisms for a student who completes a math competency requirement described in Subsection (2)(a) to:

(i) receive college credit; and

(ii) satisfy the state system of higher education quantitative literacy requirement;

(b) allow a student, upon completion of required high school mathematics courses with a "C" grade or higher, entry into a mathematics concurrent enrollment course;

(c) increase access to a range of mathematics concurrent enrollment courses;

(d) establish a consistent concurrent enrollment course approval process; and

(e) establish a consistent process to qualify high school teachers with an upper level mathematics endorsement to teach entry level mathematics concurrent enrollment courses.

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Legislative Review Note

~~as of 2-12-15 8:09 AM~~

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~~Office of Legislative Research and General Counsel~~